

Shelford

School Performance Information

2015- 2016

School type – Independent P-12

Enrolments – 521

All females

Indigenous students – 0%

Metropolitan

All schools are required to provide the community with information relating to the performance of the school. Measures for performance include student results, destinations, matters relating to the qualifications and on-going professional learning of teachers. At Shelford this information is provided on an on-going basis to the school community through the fortnightly on-line newsletter, web page and the Quaerite magazine. This annual report is available on the School's website. A hardcopy will be provided upon request.

STUDENTS

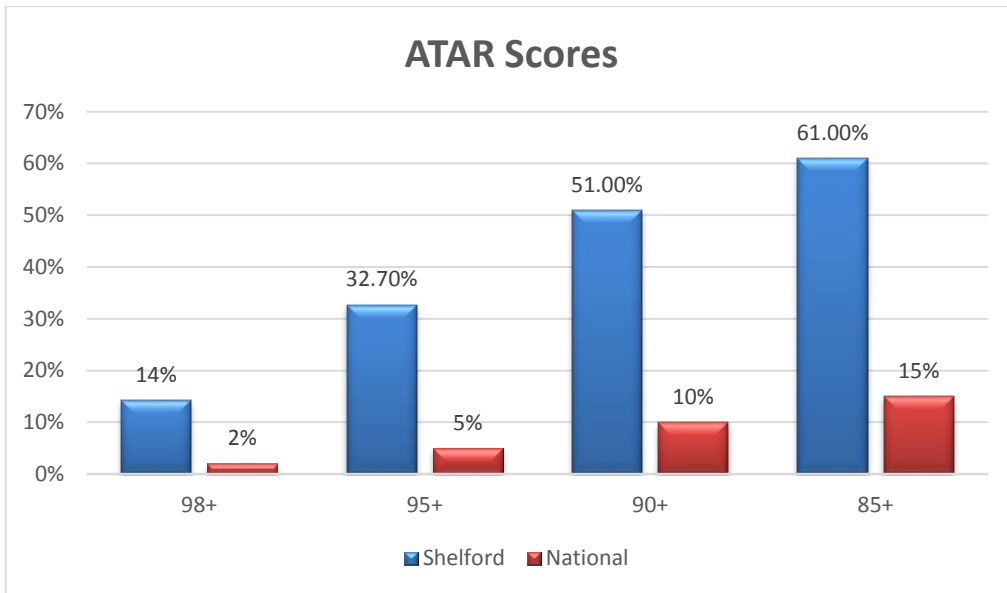
Shelford is ranked third in the state [*As cited in The Age 17/12/2015.*] Shelford is the top performing school in the Bayside and Glen Eira region. The results are even more remarkable, given that Shelford is a non-selective entry school.

Highlights

- The Dux of the School is Sidney Denham-Roberts with an ATAR of 99.30
- The Proxime Accessit to the Dux is Katrina Leppert with an ATAR of 99.10
- There were four perfect study scores of 50: Legal Studies- Isabelle Petrie; Health and Human Development - Isabelle Petrie; Psychology- Ella Ballerini and Katrina Leppert
- 4% of students received an ATAR score above 99 placing them in the top 1% of students across Australia
- 14% of students received an ATAR score above 98 placing them in the top 2% of students across Australia
- 33% of students received an ATAR score above 95, placing them in the top 5% of students across Australia
- 53% of students received an ATAR score above 90, placing them in the top 10% of students across Australia
- The Median ATAR score was 91.65

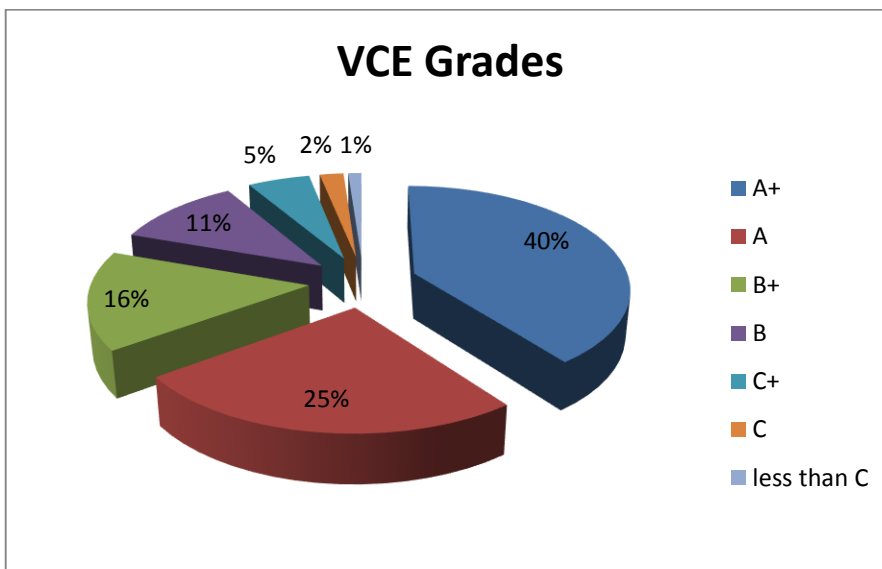
Shelford provides an impressive selection of VCE subjects, and one of its strengths is the involvement of students in a wide range of activities including Sport, the Visual and Performing Arts, Scientific Forums, Community Service and Overseas Exchanges and Study Tours.

SHELFORD 2015 YEAR 12 RESULTS



The Median ATAR score was 91.65

Examination and internal results:



The Year 12 students have also made a wonderful contribution to the life of the School through their participation in a wide range of activities including:

- Student Leadership
- Community Service
- Performing Arts
- Overseas Exchanges
- Visual Arts
- Sport
- Duke of Edinburgh Awards

TERTIARY PLACEMENTS (CLASS OF 2015):

For the 15th consecutive year, 100% of Shelford students received a first round tertiary offer (with 69% receiving their 1st VTAC preference)

98% of Shelford students going to University to study a degree (48 students)
2% of Shelford students going to other tertiary institutions (1 student)

Destination: Where are Shelford students going?

| Name of Tertiary Institute | Number Attending this Tertiary Institute (49 students in total) |
|-----------------------------------|--|
|-----------------------------------|--|

| | |
|--------------------------------|----|
| Monash University | 21 |
| University of Melbourne | 12 |
| Deakin | 6 |
| RMIT | 4 |
| La Trobe University | 0 |
| Swinburne University | 3 |
| Australian Catholic University | 1 |
| Victoria University | 0 |
| Federation University | 1 |
| Deakin College | 1 |

Class of 2015 - Overall Report from all institutions

| | | Number of students % |
|---|----|----------------------|
| Total number of year 12 students enrolled at selected school(s) | 49 | |
| Total number of students at this school who have applied | 49 | 100.00% |
| Total number of paid students with preferences | 49 | 100.00% |
| Total number of students without preferences | 0 | 0.00% |
| Offers (based on students who have applied and paid) | | |
| Number of students who have received an offer | 49 | 100.00% |
| Total number of students with more than one offer | 4 | 8.16% |
| Number of students with no offers | 0 | 0.00% |

Offers by course type (all rounds to date)

| | |
|--|----|
| Number of CSP/Govt subsidised offers | 50 |
| Number of FEE based offers | 1 |
| Number of Fee Type Determined by Provider offers | 0 |
| Number of International offers | 2 |

Source: VTAC

NAPLAN TESTING

The proportion of Year 3, 5, 7, and 9 students at or above reading, writing and numeracy national benchmarks as indicated by NAPLAN testing is as follows:

2015

| | | | |
|--------|---------------|---------------|---------------|
| Year 3 | reading 100% | writing 100% | numeracy 100% |
| Year 5 | reading 100% | writing 100% | numeracy 100% |
| Year 7 | reading 100 % | writing 100 % | numeracy 100% |
| Year 9 | reading 100% | writing 100% | numeracy 100% |

These results compare with previous years:

2014

| | | | |
|--------|---------------|---------------|---------------|
| Year 3 | reading 100% | writing 100% | numeracy 100% |
| Year 5 | reading 100% | writing 100% | numeracy 100% |
| Year 7 | reading 100 % | writing 100 % | numeracy 100% |
| Year 9 | reading 100% | writing 100% | numeracy 100% |

2013

| | | | |
|--------|--------------|---------------|---------------|
| Year 3 | reading 94% | writing 100% | numeracy 100% |
| Year 5 | reading 100% | writing 100% | numeracy 100% |
| Year 7 | reading 98 % | writing 100 % | numeracy 100% |
| Year 9 | reading 96% | writing 100% | numeracy 94% |

An analysis of the NAPLAN results indicates that the majority of students are performing at or above the national standards and VELs standards.

NAPLAN TESTING – against National Standards

YEAR 3

| | Students at the standard | Students above the standard |
|-------------------------|--------------------------|-----------------------------|
| Reading | 0% | 100% |
| Writing | 0% | 100% |
| Spelling | 0% | 100% |
| Grammar and Punctuation | 0% | 100% |
| Numeracy | 0% | 100% |

YEAR 5

| | Students at the standard | Students above the standard |
|-------------------------|--------------------------|-----------------------------|
| Reading | 3% | 97% |
| Writing | 0% | 100% |
| Spelling | 3% | 97% |
| Grammar and Punctuation | 3% | 97% |
| Numeracy | 13% | 87% |

YEAR 7

| | Students at the standard | Students above the standard |
|-------------------------|--------------------------|-----------------------------|
| Reading | 0% | 100% |
| Writing | 2% | 98% |
| Spelling | 5% | 95% |
| Grammar and Punctuation | 7% | 93% |
| Numeracy | 7% | 93% |

YEAR 9

| | Students below the standard | Students at the standard | Students above the standard |
|-------------------------|-----------------------------|--------------------------|-----------------------------|
| Reading | 0% | 4% | 96% |
| Writing* | 0% | 2% | 98% |
| Spelling | 2% | 0% | 98% |
| Grammar and Punctuation | 2% | 0% | 98% |
| Numeracy | 0% | 2% | 98% |

*Percentages as reported by NAPLAN Data Service.

HOW DOES THE SCHOOL USE THE NAPLAN DATA?

For individual students:

Parents received the printed results for their daughter. Meetings were held with parents to discuss their daughter's results if required. The school matched the data with existing school based assessment results. The data informed the placement of students in groups for additional assistance or extension. Individual learning plans were put in place if required. The data will be compared with subsequent assessment data to track and monitor future progress

For cohorts of students:

Staff met to review data and identify curriculum priorities and goals. Staff attended relevant professional learning sessions and purchased resources to meet the priorities and goals set. The School considered the student data when constructing class lists for subsequent years. The data will be compared with subsequent assessment data to track and monitor future progress.

A review of timetabling structures and ability groupings to most effectively support literacy and numeracy in the Senior School has been undertaken. Staff work closely with the Director of Learning Support to implement effective differentiation strategies from P - 10.

STUDENT RETENTION RATE

The retention rate from Year 9 [2012] to Year 12 [2016] was 100%.

STUDENT ATTENDANCE DATA

| | |
|--------|-------|
| Yr. .1 | 91.6% |
| Yr. 2 | 93.2% |
| Yr. 3 | 95.1% |
| Yr. 4 | 94.2% |
| Yr. 5 | 95.2% |
| Yr. 6 | 96.8% |
| Yr. 7 | 93.4% |
| Yr. 8 | 93.1% |
| Yr. 9 | 93.4% |
| Yr. 10 | 93.8% |

(Absences include illness, injury and family commitments.)

ATTENDANCE POLICY

Students need to be at school to develop the skills, knowledge and values they will need to succeed in life. Attendance must be seen as a priority by schools, families and communities.

1. Student achievement

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs.

Students who have poor patterns of attendance are at risk of not achieving their potential. They may be disadvantaged in the quality of choices they are able to make in later life situations.

Attendance at school is a pre-requisite for student achievement. Students who are regularly absent from school are at the greatest risk of:

- dropping out of school early;
- becoming long-term unemployed;

- being caught in the poverty trap;
- becoming welfare dependent;
- being involved in the justice system;
- being socially isolated;
- harm during times of absence;
- being more likely to be involved in socially unacceptable and/or illegal activities.
- have gaps in their knowledge and understanding of basic concepts; and
- feeling insecure of school.

Once students have begun to develop patterns of poor attendance and lateness, there is the potential that the pattern of absences may continue to escalate in later years.

2. Non-attendance

Non-attendance at school can occur for a range of reasons including:

- the student is unwell;
- the Principal has asked that the student remain home due to a communicable disease;
- the student is absent with a valid reason in the opinion of the Principal e.g. family funeral;
- the student is absent without a valid reason in the opinion of the Principal (but with parent or carer consent) e.g. staying home for birthdays; or
- the student is absent without parent or carer knowledge.

All non-attendance by students should be viewed as critical when it begins to impact on the learning and health and well-being outcomes of students. This includes those absences which are explained (such as the parent providing the explanation that the student was unwell) and those which are unexplained.

3. Students at Risk

Early intervention for students at risk of developing irregular patterns of attendance is crucial so that these patterns may be reversed.

Indicators of students at risk include the following:

- frequent lateness;
- leaving school early;
- missing lessons;
- being the victims of bullying and harassment;
- learning difficulties;
- many days absent, either through illness, unexplained reasons or family commitments;
- unresolved issues with school personnel (staff or students);
- social or emotional issues;
- difficulties at times of transition; and
- health issues experienced by the student and/or family members.

Intervention strategies need to be put in place regardless of the age of the student.

4. Parent Notification

All reasons for explained absence require contact to be made to the School by the parent. This contact should be made with either reception or the relevant Director or Head of School.

5. Major School Events

Students are required, as a condition of enrolment, to attend all School major events (e.g. Inter-House sporting carnivals, Performing Arts) as well as academic activities associated with a particular year (Camps, Examinations). Non-attendance will need to be supported by a Doctor's Certificate, or a well-known on-going health issue of which the school is aware.

6. Procedures

6.1 For explained absence:

- Parent/Guardian to contact the school via reception each day that the student is absent.
- When the student returns to school a letter must be produced from the parent/guardian advising the reasons for the absence.
- A written letter is then handed to the student's home group teacher.
- The home group teacher keeps a record of the reason.

A student that returns to school after an extended absence due to illness should bring a letter accompanied by a medical certificate. This documentation may be necessary to form a pattern for that the Head of School or Director may consider at a later date.

6.2 The School does not, as a general rule, support the withdrawal of students during Term time for holidays. **For parents who request a student to be absent for holiday periods** in excess of two days; the following is requested:

- (i) A request should be made the relevant Director or Head of School outlining the reason and length of absence, and knowledge of the School's Student Attendance Policy.
- (ii) One month's notice of intention would be reasonable.

6.3 With regards to students at risk due to poor attendance known as **School Refusal**, a case management process will be used to encourage a child to attend school more regularly. The small group would include the Deputy Principal, Director or Head of School, School Counsellor and a staff member with whom the child closely associates with.

6.4 Students who fall below a 90% attendance (10 days, or 20 half days in one semester), are deemed to be at risk. These reasons for absence or concern for poor attendance will be recorded on the Semester Report.

7. Parents will be contacted

Teachers are to mark the roll directly into the attendance tab of "Synergetic". A roll is taken at the start of the day and at subsequent times during the day. Administration checks absences and installs late students and information from parents regarding absences to ensure an accurate account of student attendance is maintained each day. Attendance is monitored throughout the day. If a student is not at school, and the parent has not called the school to inform the school that the student will be absent, the school will contact the parent.

STAFFING

Shelford prides itself on the outstanding success of its students. Such success would not be possible without experienced, high qualified and dedicated staff.

2016 Academic Qualifications

Junior and Senior School Staff

| NAME | QUALIFICATIONS |
|---------------------------------|--|
| ALAGIC Una | Bachelor of Commerce (Communication Studies)/ B. Arts university of Western Australia Dip Education University of Western Australia |
| ALDOUS Jules | B.Ed. (Melbourne) M.Ed. (Melbourne) |
| ANDREW Noeline | HDTs Rusden (Monash) Post Grad Dip IT Education (Deakin) Master of Education (Leadership, Policy & Change) (Monash) |
| ASSI Gerard | B.Mus., Dip. Ed |
| BANKS-SMITH Yuki | Dip Teaching(Primary) (State College Victoria) Grad Dip Graphic Comm Ed (Hawthorn Institute – Melbourne University) |
| BOYLETT Adam | BSc (Curtin University) Grad. Dip. Ed. (Curtin University) |
| BREADEN Susannah | Diploma of Teaching Diploma of Music Performance |
| BREEDON Geraldine | BA Music (Deakin University) A. Mus A. – AMEB |
| BUHAGIAR Carly | B. HPE (Health & PE) P |
| CAUST-STONEHOUSE, Lesley | BA(Hons) (Flinders) Dip Ed (Flinders) Master Arts (Flinders) PhD (Monash) |

| NAME | QUALIFICATIONS |
|----------------------------|--|
| CETRANGOLO Heather | Grad Cert Divinity (Ridley Melbourne) Grad Diploma Arts (Christian Leadership) (ACOM) B. Theol (MCD) Grad Dip Legal Prac (Griffith) Grad Cert Higher Ed (Griffith) LL.B (Hon) (Latrobe) |
| COGHLAN Marcia | BA Dip Ed (Monash) Dip Ed Secondary (Monash) |
| DAVIS Ingrid | Bachelor of Physical Education (Deakin) |
| de SILVA Kelly | Grad. Dip. Ed (New Zealand) Bachelor of Education (Primary) Canterbury University NZ |
| de SOUSA Deanna | Master of Science (Mathematics) (Jabalpur University) Bachelor of Science (Jabalpur University) Bachelor of Education (Jabalpur University) |
| DIXON-LAWRENCE Ruth | B.Ed. Music (Melbourne) M.A. (Music) (Monash) L.R.S.M (Performance) (London Royal Schools of Music) |
| D'OLIVEYRA Jane | B. Ed (Secondary - Arts) (Melbourne) |
| EWERT Elizabeth | B. Ed Primary (Melbourne University) Diploma of Music Practical (Melbourne University) A. Mus. A |
| FERN Jo | B. Ed (Art & Craft) (Melbourne College of Advanced Education) |
| FOURNIER Flo | Bachelor of Arts (France) Master Eng (Paris XII) Dip.Ed. (Melbourne) |
| FU Fiona | Bachelor of Arts (Monash University) Master of Teaching (Secondary) (Monash University) |
| GRACH Gary | B Comm (LaTrobe) Dip Ed (Monash) Certificate IV Assessment & Workplace Training (Chisholm Institute) Careers Counselling (CEAV) Membership Studied Career Development Units - Master of Education (QUT) Graduate Certificate in Career Development (Swinburne University) |
| HAMILTON Emily | B. Sc (Melbourne) Dip. Ed. (Victoria University) |
| HARLOWE Joe | Bachelor of Arts (UCD, Dublin, Ireland) Graduate Diploma of Education (Monash) Graduate Certificate TESOL (Holmesglen) Master of Education (University of Melbourne) |
| HORBURY Gemma | Bachelor of Music (Classical Performance) (Edith Cowan University) Certificate IV in Music (Jazz) Certificate IV in Training and Education |

| NAME | QUALIFICATIONS |
|----------------------------|--|
| HOSKING Phil | Bachelor of Arts (Monash) Diploma of Education (Secondary)(Melbourne) |
| IACOVANGELO Kaitlin | Bachelor of Education (Primary) Monash |
| JOHNS Claire | B. Arts Media Studies (RMIT) Dip. Ed. (Melb) Post Grad Cert Teaching Shakespeare (Melb) M. Education (Melb) |
| KENNEY Samantha | BA (Monash) B. Bus (Honours) (Monash) Grad Dip Ed (Monash) |
| KUMAKAWA Nobuko | MA in Applied Linguistics (Melbourne) Dip Ed Linguistics (Secondary) (Melbourne) BA in English as Foreign Language (Tokyo – Japan) |
| LIN Sarah | Bachelor of Arts (English Literature) South Central University for Nationalities China M. Education (University of Wisconsin) |
| MACKERRAS Martin | B. Music Performance (Melbourne) VCA Postgrad (Manhattan School of Music) |
| MASON Greg | B. Music Ed (Melbourne) B. Ed (Latrobe) M. Ed (Melbourne) |
| McKENZIE Sarah | B. Ed (Primary) Deakin |
| McQUARRIE Jean | B. Mus. (Melbourne) A. Mus. A (AMEB) Dip Ed. (Monash) |
| MORRISSEY James | B.Ed (Victoria University) M.Ed (Melbourne) |
| MORTIMER David | Bachelor (Agriculture) Science (LaTrobe) Dip. Ed. (Secondary) (Victoria University) |
| MURPHY Kirsten | Bachelor of Arts (Deakin University) Graduate Diploma Education (ACU) |
| OUZECKY Daniel | Master of Education (University of Melbourne) |
| PETTIGREW Deborah | Bachelor of Education (Visual Arts) - Melbourne Dip Counselling & Student Welfare |
| PINTO Sandra | Bachelor of Education (Monash) Master Science (Biochemistry) (Bombay University) Bachelor of Education (Bombay University) |
| PIPER Marion | B.Ed. (Victorian State College) Dip.T. (Primary)(Victorian State College) MACE |
| PISANI Kathryn | Bachelor of Music |
| PRICE Louise | B A, Dip Ed (Monash Clayton) Grad Dip Mod Lang (Melbourne) |

| NAME | QUALIFICATIONS |
|---------------------------|---|
| RANIERI Melanie | Bachelor of Teaching (Primary) – RMIT Grad. Dip. Special Education (Deakin) Voc Grad Dip Home Economics |
| RILEY Chris | B Ed (Phys Ed) (Ballarat) |
| SAUNDERS Rebecca | B. Fine Arts (RMIT) Dip Ed (Secondary) (Monash) |
| SEIGEL Nora | B. Sc (Monash) Dip Ed (Monash) Diploma in Computing Studies (Chisholm now Monash) |
| SIDAWAY Jacqueline | B. Sc. (Earth Sc.) (Deakin Uni) B. Teaching (Primary & Secondary) (Deakin Uni) |
| SIMONSON Fiona | B. A (Monash) Dip. Ed (Rusden SCV) Grad. Cert. Professional Ethics (University of Melbourne) |
| SINCLAIR Charmaine | Dip.T (Christ College Melb) B.Sp.Ed (Monash) Grad.Dip.Psych (Monash) M.Ed.Stds (Monash) M.Couns (Monash) APS; AGCA |
| SKINNER Candice | Bachelor of Education with Honours (University of Ballarat) Grad. Certificate in Catholic Studies (ACU) Certificate III in Community Studies (University of Ballarat) |
| SLOMOVIC Gilda | Bachelor of Applied Science (in Mathematics) (RMIT) Diploma of Education (Secondary) (Monash) |
| SMITH Peter | Bachelor of Arts (Library) (Ballarat) |
| STOCK Chanie | B.Arts /LLB (Monash) Dip. Ed (Monash) |
| Tolle Alison | B.Sc. / B Ed (Secondary) (Monash) |
| NORMAN Alison | B. Arts (Fine Arts) (Melbourne) V.C.A Dip. Ed (Monash) |
| SWANN Olivia | BA Hons Sociology – CELTA (Bristol U.K) PGCE – Primary (Oxford Brookes U.K) |
| THIBOU Christine | B. A (Librarianship) (Canberra) Grad Dip Ed (Primary) (Charles Sturt) |
| THOMPSON Trudy | Bachelor of Education Phys. Ed (Rusden) Master of Education (Melbourne) |
| WALL Sally | Associate Diploma Library & Info Studies (Box Hill TAFE) |
| WEINERT Sarah | Bachelor of Applied Exercise Science (Physical Education) (RMIT) |
| WHITEHEAD Julian | B. Ed (Melbourne) Dip. Teaching (Primary) – Victoria College (Deakin) |
| WHITEHEAD Tania | Grad Dip (Monash) Comp Ed Diploma of Teaching – Victoria College |

| NAME | QUALIFICATIONS |
|-------------------------|--|
| WILD Maeve | Bachelor of Biotechnology & Cell Biology (Latrobe) Master of Biotechnology (Melbourne) |
| WILLIAMS Annette | Bachelor of Science (La Trobe University) Master of Education (La Trobe University) Diploma of Education (La Trobe University) |
| WILIAMS Kathryn | Bachelor of Education (Primary) Deakin |
| WILSON Gabrielle | B. Arts/B. Ed (Secondary) Monash |

EARLY LEARNING CENTRE STAFF

| NAME | QUALIFICATIONS |
|---------------------------------|--|
| ARIYAWANSA Neluka | Diploma in Community Services (Holmesglen) |
| BEDFORD Daniela | Diploma of Community Services (Swinburne) |
| BRODERICK Cheryl | Diploma of Children's Services (Skills Plus) Associate Diploma of Child Care (Melbourne University) |
| CLARLE Liz | Bachelor of Teaching (Primary), Dip. Children's Services (Skills Plus) |
| COLLINS Laura | Cert. III Children's Services, Dip. Children's Services (Skills Plus) |
| DANIELS Simone mat leave | Master of Teaching – Early Years (Melbourne) |
| FARRUGIA Judy | Diploma of Children's Services (Skills Plus) |
| FIELDING Angela | Bachelor of Early Childhood (Reading). Certificate 3 Oten TAFE NSW |
| JACOB Rose Mary | Grad Diploma in Teaching – Early Childhood (Auckland) |
| KALITZKI Nicole | Diploma of Children's Services (Selmar Institute) |
| MASKELL Paulette | Diploma Teaching (Early Childhood) Melbourne, Post Grad Diploma in Education MELBOURNE UNI |
| MAWSON-THOMPSON Darlene | Certificate III in Childcare (Footscray College) Diploma of Children's Services (Skills Plus) |
| SOLOMON, Jane | B Ed Early Childhood, University of Christchurch NZ |

| NAME | QUALIFICATIONS |
|------------------------|---|
| STIRLING Jodie | Diploma of Children's Services (Swinburne TAFE) Bachelor of Teaching – Birth to 5 Years (Charles Sturt University) |
| WINES, Leanne | Certificate III (Selmar) |
| THOMPSON Judi | Diploma of Teaching Early Childhood (Melbourne) |
| TORRES Marlowe | Diploma Children's Services (Holmesglen) |
| WICKHAM Justine | Bachelor of Teaching – Birth to 5 Years (Charles Sturt University) |
| SCHOORMAN, Emma | Dip. Children's Services (Skills Plus) |
| SMITH, Rebecca | B Ed Primary, CERTIFICATE III UNIVERSITY OF Ballarat |

Staff Data [2015]

| | EFT |
|--------------|-------|
| Teaching | 60.62 |
| ELC | 13.05 |
| Non-teaching | 14.21 |
| Total | 87.88 |

Shelford has a strong commitment to teacher professional development. Each member of the teaching staff was involved in a minimum of 60 hours professional development in 2015. This includes internal in-service conducted by Shelford staff; school based professional development conducted by external experts and professional development courses conducted outside the school.

Expenditure on external providers of professional development accounts for \$47,264 or 0.47% of total expenditure. This does not include the costs associated with staff release or the costs associated with internal professional development. Expenditure on internal professional development accounts for approximately \$60,014 or 0.60% of total expenditure. Expenditure on total professional development accounts for approximately \$107,278 or 1.07% of total expenditure.

For the year ending December 2015 the retentions rate for teaching staff was 96.5%. The staff turnover rate o 3.5% included:

- 4 resignations
- 2 retirements

The staff absent absentee rate for 2015 was 3.53% or 4.62 days per staff member.

PROFESSIONAL DEVELOPMENT ACTIVITIES

On-line Reporting

In 2015 the School launched online reporting directly to parents. All staff were trained in the use of the online reporting system. In 2016 on-line reporting has been implemented across he Senior School.

Victorian Curriculum

The curriculum is currently being reviewed to align with the Victorian curriculum statements and standards. Faculty Heads have continued to review curriculum statements in 2016 and full implementation of the Victorian curriculum is scheduled for 2017.

Explicit Instruction

In 2016 the Shelford teacher professional development and appraisal model (known as T2T – teacher to Teacher professional development) focused on strategies for explicit instruction. As part of this work staff have developed an instructional handbook, reviewed pedagogical practices and signature pedagogies. Staff have also reviewed the Australian Teaching and Learning Toolkit and discussed the implications of this work on their classroom practice.

Other professional development activities

The following list indicates some of the professional development activities, in addition to subject maintenance, undertaken:

VCE - teacher professional development sessions in each discipline area.

On-going professional development as policies are reviewed to align with the Child Safe School requirements.

Baroness Susan Greenfield presentation

Mind, Brain and Education

VCE Reaccreditation Briefings

Futures of Learning - Valerie Hannon

Holistic Assessment

Meet the Assessors

Approaching the Context with Confidence

Emotional Intelligence

Peer Support

Thinking and Learning Conference

Teaching and Supporting Students with Special Needs

Using Challenging Maths Tasks – on-going work with consultant

Mental Health issues

Surf Lifesaving Accreditation

Professional development to support the implementation of the Victorian curriculum

Creativity and Fabrication in Education

GTAV Practical geography skills
Lawsense
Ideas for texts - English professional development
AHISA Aspirant Heads Roadshow
Briefings on Child Safe School requirements
Teaching EAL students
BYOD Symposium
Conversations with families
Junior Great Books
Be prepared not scared
Feuerstein Instrumental Enrichment
Future Problem Solving
Laboratory Learning workshop
Reggio Emilia Approach

2015 - 2016 HIGHLIGHTS

The keystone of Shelford's educational philosophy is our commitment to meeting the needs of every student. In order to realize this commitment, Shelford chooses to be a relatively small school. The school has a tradition that includes a strong sense of community where students work with others from all year levels.

Each student has considerable flexibility to progress at a rate that challenges and extends her. Commencing in the Early Learning Centre and extending through to Year 12, acceleration programmes, individually designed courses, enhancement programmes and a differentiated curriculum, broaden the intellectual and social groupings so that students work with like minds.

Students at Shelford have numerous opportunities to extend and excel in their academic, co-curricular and sporting endeavours. Our co-curricular programme, including music, sport, debating, drama and overseas study tours, is designed to allow every student to participate and each has a wealth of opportunities to discover personal interests and talents. Shelford students participate in competitions in the sciences, mathematics, languages, art, music, history, business and law. Details of these competitions are announced regularly through the weekly newsletter.

In addition, the girls are able to participate in a range of camps and international experiences. During the year students have the opportunity to participate in a range of international experiences – France, Japan and Vietnam.

The School's camp program is designed to build student confidence as well as satisfy the requirements for the Duke of Edinburgh award. Details of camp programs can be located on the website.

Shelford offers a broad range of sporting opportunities. The girls participate in sports at both a House level and in competition with other schools through Girls' Sport Victoria. The Shelford rowing team is based at Albert Park Lake and on the Yarra River.

At Shelford Girls' Grammar, staff and students work together in a supportive environment where students are encouraged to achieve their best. Shelford is committed to the achievement of excellence in girls' education.

Hairspray

The Senior School production of Hairspray was sold out with three outstanding performances. It was a wonderful production that revealed just how talented our staff and students are. Over a hundred students were involved in this production and the dedication and team work was obvious

right from the opening scene. Our musicians in the orchestra and our actors and dancers were marvellous. Behind the scenes students were involved in myriad tasks including lighting, costumes, makeup and props.

Feuerstein Instrumental Enrichment Program

Parents attended a parent information evening to learn about the Feuerstein Instrumental Enrichment Program. Dr Jeanne Zehr is an international trainer for the institute and will be our presenter. Shelford is one of the leading schools in the delivery of this world recognised program, and it is our aim that all of our ELC and Junior School staff be trained in the program. We encourage you to attend this valuable information session.

Global Forum on Girls' Education – Creating a World of Possibilities

Principal, Polly Flanagan, attended the first ever Global Forum on Girls' Education in New York. There were 800 delegates from 20 countries in attendance. It was an incredibly interesting and varied program and included an impressive list of key note speakers.

ANZAC Day Assemblies – Women at War

Anzac day assemblies were held in both the senior and junior schools. The guest speaker at both assemblies was Ms Julie Leder who spoke about her time in the army and in the Victorian Police Force. Both assemblies looked at the role of women in war.

Puppetry Skills

Students in Year 8 and 10 had the privilege to work with internationally renowned puppeteer Dan Goronszy. Students in Year 8 devised theatrical performances for the youngest members of the school community, and Year 10 students rehearsed 'Ruby Moon'. Students in Year 9 have spent time with residents of Sheridan Hall, a residential facility for elderly members of our local community. They enjoyed the opportunity to interview the residents for their Verbatim Theatre unit, and are now developing their responses into a performance which we will present to the Sheridan Hall residents later in the term.

Australian National A Cappella Finals

The following students progressed through to the semi-finals of the AUSACA (Australian National A Cappella Finals) Charlotte Plum, Bec Thompson, Sophie Chambers, Lucinda Josem, Ella Baldwin, Isabel Martin, Maddie Plum, Molly Hann.

GRIP Leadership Conference

Year 6 Office Bearers attended the GRIP Student Leadership Conference, which is one of the largest and most significant youth leadership events in Australia. The objectives of the day are to inspire students to make a positive contribution to their school, motivate students to be great leaders, empower students with practical life skills, promote the value of inspirational and positive role models and connect with students in other schools who hold leadership positions. The reports from students who attended certainly indicate that the conference was both valuable and enjoyable. We look forward to seeing what the leaders learnt being put into action.

GSV 15 Year celebration

The GSV competition began with 24 girls' schools in 2000 and has become a very well regarded sporting competition for girls in Victoria. GSV is committed to the promotion of the health and well-being of all girls. It aims to provide opportunities for participation in elite, competitive and recreational sport and physical activity. This year, Shelford staff member, Ms Chris Riley was recognised for her 15 years of participation in GSV. Former staff member, Ms Trudy Maxwell received recognition for her 10 years of participation in GSV.

Senior Student Sporting Achievements

The House Swimming Carnival was held on 19 February. I am always in awe of the way in which our girls support their Houses and the team spirit that is evident on these days. Each House rivals the other not only in their willingness to participate, but also in their vocal support for their

competitors. This year Thomas House put in an outstanding performance taking first place with a score of 779, followed by Lloyd [541], Langley [468] and Blundell [455]. No doubt the rivalry will be rekindled in a few months with House Performing Arts.

Our congratulations go to the Swimming Champions:

- Ella Pierce – Junior Champion
- Clancy Grant – Intermediate Champion
- Niesha Happell – Senior Champion

There is much to be said for the resilience of our girls. Following the House Swimming Carnival, many of the girls went on camp and returned to compete in the GSV Preliminary Swimming Carnival. The standard of our diving at the preliminary swimming carnival continues to be noteworthy and the girls have been ranked first in the second division. The performance of our swimmers is also noteworthy and the girls will be competing in the third division on 15 March.

Congratulations to Indoor Hockey gold medal winner, Year 8 student Nicola Brooks. Nicola was a member of the Victorian under 13 Girls' Indoor Hockey Team that won a gold medal at the National Indoor Hockey Championships which were held last week. Well done Nicola!

Isabel Martin was invited to be part of the Australian women's wheelchair basketball team "The Gliders". She is the youngest member in the squad and will be provided with a personal coach for individual training sessions here in Melbourne throughout this year. Isabel Martin, Year 11, who won a Bronze Medal while competing with The Gliders, Australian Women's Wheelchair Basketball team in Osaka, Japan.

Nicola Brooks, Year 8 was a member of the Gold Medal winning team in the National Indoor Hockey Championships. Nicola was selected for the Victorian under 15 Girls' State Hockey Team. She will participate in the Under 15 National Hockey Championships

Alexandra McLennan, Year 10, won, with her dad Gary, the RS200 Australian Titles in sailing with a perfect score and winning all Seven races. Alexandra competed in the Victorian Championships.

Our rowing team competed in the Head of School Girls' Rowing Regatta. Shelford rowers have a fine reputation and our success well exceeds our size. Our senior rowing crew competed in the schoolgirl national championships in Sydney. The crew finished in the top half of the competition and that is indeed an achievement worth celebrating. We are very proud of the girls, Zoe Canestra (cox), Isabel McPherson, Abby Patrick, Millicent Wheeler and Molly Hann who trained hard, rowed extremely well and produced some of their best times. Thanks must go to the Coach, Director of Rowing Jules Whitehead who has worked with the girls to ensure that they were well prepared to compete at the highest level in this national competition.

Junior School Sporting Achievements

Junior School students who compete in races and cheered on their House and teammates at the Junior School Swimming Carnival. The carnival was full of House spirit, close finishes and determination. It was fantastic to see girls overcome nerves and compete in events to earn points for their Houses.

It was a very exciting finish to the day with a draw between Blundell and Langley on 242 points, followed by Thomas and then Lloyd. Age Group Champions;

12 year champion – Charlie Garbelotto

11 year champion – Erin Maguire

10 year champion – Giselle Davey

9 year champion – Lucy Dovison

Lucy Dovison, Year 3 represented Caulfield Little Athletics at the State Relay Championships and was awarded a silver medal.

The Junior School Athletics Carnival was a perfect day for the carnival and despite a slow start due to a delay with the buses, it was a most successful day. Congratulations to the winning House: Langley. All the girls tried very hard and did their very best.

Congratulations to the individual Year Level champions:

9YO champion: Lucy Dovison

10 YO champion: Freya Watters

11YO champion: Zoe Bilsborough

12 YO champions: Julia Urban and Ella O'Bryan

Junior School Cross Country

Well done to all students in Year 3 to 6 who competed in the House Cross Country event at Elsterwick Park on Wednesday 27 April. Particularly to the Age Level Champions:

1st Blundell 94 points

2nd Lloyd 92 points

3rd Langley 87 points

4th Thomas 57 points

Champions

9/10 Years Lucy Dovison and Jess Hamilton

11 Years Zoe Bilsboroguh

12 Years Charlie Garbriletto

SYDSA Cross Country

On Monday 9 May, 24 Year 3-6 students headed to Fawkner Park to represent Shelford at the South Yarra District Cross Country Carnival. The black rain clouds held off allowing the girls to run in almost perfect conditions. The girls used their inner strength and grit, as well as the athletes from other schools, as motivation to push through the pain to achieve their best.

There were some amazing individual results and the girls achieved an excellent result as a team.

The age groups placed as follows (out of 7 schools):

10 years – 3rd

11 years – 1st

12 years – 4th

All of these results combined to place Shelford in 2nd position for the Overall Girls Trophy. Well done to each and every runner. Your hard work and commitment to training definitely paid off. Special congratulations to the following girls who have made it through to the Beachside Division Cross Country, and will be representing the South Yarra District.

- Zoe Bilsborough – placing 2nd in her age group
- Molly Ritchie – placing 3rd in her age group
- Erin Maguire – placing 8th in her age group
- Charlie Garbelotto – placing 6th in her age group

PARENT, STUDENT AND STAFF SATISFACTION

Formal surveys and informal feedback have not identified major areas of concern. The feedback indicated overall high levels of satisfaction with the school. The key findings were:

- Parents agreed that there is a great sense of community at Shelford Girls' Grammar
- The School has clear statement of values and direction
- The School is very well thought of in the community and has a positive, caring environment

- There is a very high standard of teaching and academic standards are well regarded
- Parents reported that their children are happy at the School and that their children experienced a range of positive opportunities
- The teaching staff are viewed as a significant strength of the School and the staff across the board are seen as upholding the values of the school and providing positive role models
- The School offers a varied and interesting curriculum

FINANCIAL REPORT

| Indicator | Result |
|--|-----------------|
| Student: Teacher Ratio | Primary 8.07 |
| | Secondary 7.66 |
| Enrolment Change on Previous Year | -0.60% |
| % Change to school resourcing standard | 3.97% |
| Change in Net Tuition Income/Student | 2.64% |
| Salaries as % of Recurrent Income | 73.67% |
| Total Borrowings/Recurrent Income | 18.30% |
| Interest Cover | 461.94% |
| Government Grants as % of Recurrent Income | 17.21% |

Sources of income [2015]:

| | | |
|------------|--------------|--------|
| Government | \$2,095,514 | 19.65% |
| Fees | \$8,067,22 | 75.64% |
| Other | \$503,120 | 4.72% |
| Total | \$10,665,856 | 100% |

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